

## ALICE DRIVE ELEMENTARY

251 Alice Drive  
Sumter, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	654 Students	
<b>Principal</b>	Debra W. Thomas	803-775-0857
<b>Superintendent</b>	Zona W. Jefferson, Ph.D.	803-469-8536
<b>Board Chair</b>	Mr. Greg L. Simonson	803-778-1886

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Good</b>
2009	Good	Excellent
2008	Average	Good
2007	Average	Below Average
2006	Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

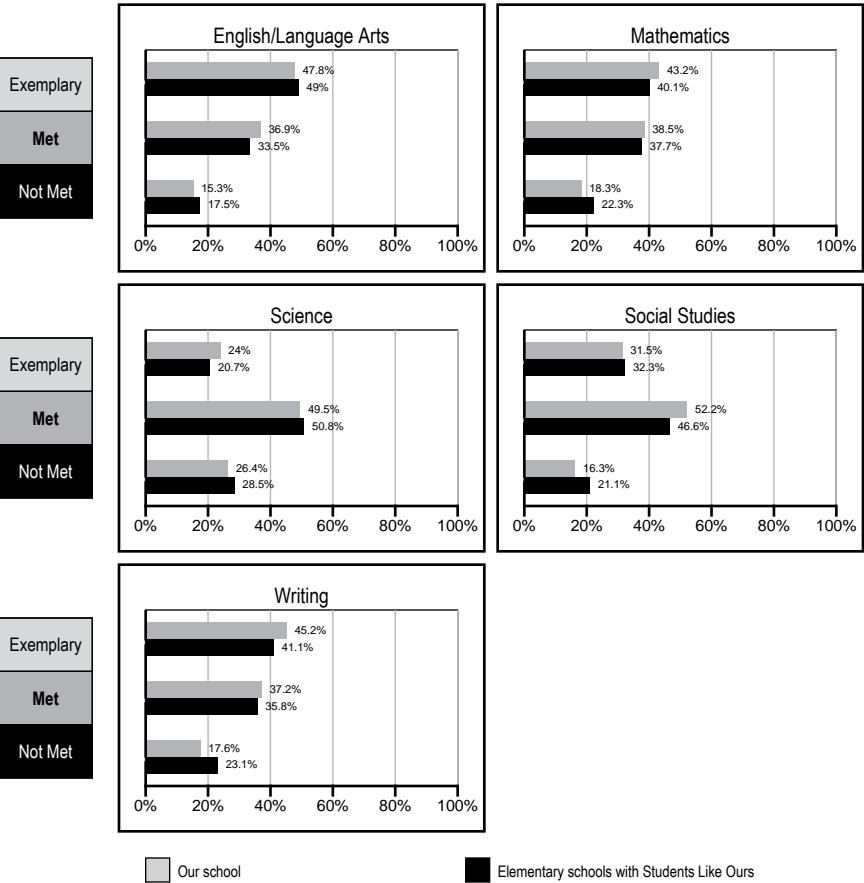
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
28	32	29	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=654)</b>				
First graders who attended full-day kindergarten	67.0%	Down from 76.5%	100.0%	100.0%
Retention rate	1.5%	Down from 2.2%	1.1%	1.2%
Attendance rate	96.5%	Down from 96.7%	96.3%	96.1%
Eligible for gifted and talented	15.2%	Down from 17.9%	17.0%	11.7%
With disabilities other than speech	7.9%	Up from 6.8%	7.2%	8.0%
Older than usual for grade	0.8%	Down from 1.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	62.2%	Down from 65.9%	62.2%	60.5%
Continuing contract teachers	86.7%	Down from 93.2%	86.7%	84.6%
Teachers with emergency or provisional certificates	2.4%	Up from 2.3%	0.0%	0.0%
Teachers returning from previous year	89.1%	Down from 91.3%	89.7%	87.0%
Teacher attendance rate	95.6%	Down from 96.5%	95.6%	95.4%
Average teacher salary*	\$45,964	Down 3.7%	\$48,113	\$47,288
Professional development days/teacher	9.0 days	Down from 14.2 days	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 16.4 to 1	20.1 to 1	19.2 to 1
Prime instructional time	91.8%	Down from 92.7%	91.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,819	Down 8.8%	\$7,029	\$7,548
Percent of expenditures for instruction**	72.0%	Down from 73.6%	68.7%	68.7%
Percent of expenditures for teacher salaries**	69.5%	Up from 65.9%	65.9%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The 2010-2011 school year has been an exciting one for the students and staff and Alice Drive Elementary School (ADE). We continued our efforts to improve instruction and provide experiences for our students to broaden their learning and growth as citizens of our school and community.

We saw a tremendous growth in test scores that earned our school the Palmetto Gold Award and the Palmetto Silver Award for closing the achievement gap. This is a direct result of the data driven and innovative instruction that our teachers have provided for our children.

To help improve instruction in physical education, our PE classes earned a grant from an area business that helped provide much needed supplies for that program.

As an indicator of the quality of our faculty, two more teachers were added to our list of National Board Certified Teachers and two others completed their Masters Degrees. Most of our teachers attended workshops, graduate classes, and in-services to improve their knowledge and expand their repertoire of activities for their classrooms. Our use of technology increased with the installation of Promethian Boards in all classrooms.

Parent involvement continued to be a focus for us. Parent workshops were held for all grade levels, with a focus on math as well as parenting tips provided by our teachers, counselor, and social worker. Events such as Family Science Night, PTA meetings, Freaky Friday, and Family Skate Night gave families the opportunity to take part in school events to have fun and find some interesting things to do at home practicing the things taught at school. Our PTA and SIC continued to look for ways to get parents and community members involved in our school.

We continued our commitment to our community by providing ways for our students to contribute to local efforts. The student body participated in fund raisers for the Leukemia and Lymphoma Society with Pennies for Patients, the Salvation Army with the Angel Tree and canned food drive, St. Jude's Hospital with the fourth grade Mathathon, and the Cancer Society's Walkathon, as well as recycling, to help lessen ADE's carbon footprint.

ADE has diligently pursued its mission to provide a positive school environment and provide developmentally appropriate learning experiences for all our students. Incorporation of programs such as Reading Recovery, READ 180, math manipulatives, and technology, as well as strategies for learning, has provided all students a chance to learn and grow. We strive to make ADE a place where everyone feels welcome and where everyone can become a part of our community.

Debbie Thomas, Principal  
Amanda Pack, SIC chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	35	102	55
Percent satisfied with learning environment	97.1%	90.2%	94.3%
Percent satisfied with social and physical environment	97.1%	90.2%	92.6%
Percent satisfied with school-home relations	100.0%	89.1%	98.1%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	319	100	15.3	36.9	47.8	93.7	82.9	83.5	Yes	Yes
<b>Gender</b>										
Male	170	100	16.3	38.8	45	93.1	79.6	80.1	N/A	N/A
Female	149	100	14.2	34.8	51.1	94.3	86.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	165	100	7.6	31.6	60.8	98.1	93.3	89.6	Yes	Yes
African American	142	100	25.8	43.9	30.3	87.9	78.4	74.6	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	91.4	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	86.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	58.8	32.4	8.8	67.6	51.4	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	83.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	159	100	23	45.9	31.1	91.9	78.5	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	319	100	18.3	38.5	43.2	90.7	78.5	80.4	Yes	Yes
<b>Gender</b>										
Male	170	100	20.6	31.9	47.5	90	76.8	78.4	N/A	N/A
Female	149	100	15.6	46.1	38.3	91.5	80.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	165	100	7	34.2	58.9	96.2	91	87.8	Yes	Yes
African American	142	100	33.3	44.7	22	83.3	73	69.3	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88.6	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	67.6	29.4	2.9	58.8	45.2	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	72	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	159	100	28.4	47.3	24.3	87.2	73.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	218	100	26.4	49.5	24	73.6	66.4	67.3
Gender								
Male	116	100	26.4	48.2	25.5	73.6	65.6	66.9
Female	102	100	26.5	51	22.4	73.5	67.2	67.7
Racial/Ethnic Group								
White	115	100	9	54.1	36.9	91	86.9	79.6
African American	95	100	49.4	42.7	7.9	50.6	57.7	49.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	82.6	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	21	100	76.2	19	4.8	23.8	34.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	52.4	58.6
Socio-Economic Status								
Subsidized meals	104	100	40.8	49	10.2	59.2	58.7	55.4

Social Studies

All Students	216	100	16.2	52.5	31.4	83.8	70.4	70.9
Gender								
Male	107	100	19.6	44.1	36.3	80.4	69.4	70.1
Female	109	100	12.7	60.8	26.5	87.3	71.6	71.7
Racial/Ethnic Group								
White	117	100	10.6	46.9	42.5	89.4	82.9	79.2
African American	91	100	25.3	59	15.7	74.7	65	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	79.2	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	72.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	22	100	59.1	31.8	9.1	40.9	40.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62.1	68
Socio-Economic Status								
Subsidized meals	114	100	22.6	56.6	20.8	77.4	64	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	315	100	17.6	37.2	45.2	82.4	66.7	72.1	96.5	95.8
Gender										
Male	167	100	22.5	36.9	40.6	77.5	60.1	65.2	96.4	95.6
Female	148	100	12.1	37.6	50.4	87.9	73.9	79.2	96.5	96
Racial/Ethnic Group										
White	163	100	8.2	36.1	55.7	91.8	82.7	80.8	96.4	95.6
African American	140	100	30.3	40.2	29.5	69.7	60	59.7	96.5	95.9
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88.6	87	97.2	97.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	54.8	64.6	96.8	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	88.6	93.2
Disability Status										
Disabled	34	100	73.5	23.5	2.9	26.5	17.6	27.7	95.7	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	44	63.7	97.8	96.3
Socio-Economic Status										
Subsidized meals	155	100	26.5	41.5	32	73.5	58.5	61.9	96.1	95.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	114	100	13.3	28.6	58.1	86.7
	4	107	100	8.9	42.6	48.5	91.1
	5	89	100	7	46.5	46.5	93
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	96	100	19.1	30.3	50.6	80.9
	4	115	100	10	37.3	52.7	90
	5	108	100	17.6	42.2	40.2	82.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	114	100	21.9	37.1	41	78.1
	4	107	100	19.8	50.5	29.7	80.2
	5	89	100	16.3	52.3	31.4	83.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	96	100	27	28.1	44.9	73
	4	115	100	9.1	40.9	50	90.9
	5	108	100	20.6	45.1	34.3	79.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	57	100	24.5	50.9	24.5	75.5
	4	107	100	22.8	61.4	15.8	77.2
	5	45	100	15.9	61.4	22.7	84.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	49	100	54.3	19.6	26.1	45.7
	4	115	100	18.2	58.2	23.6	81.8
	5	54	100	19.2	57.7	23.1	80.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	57	100	15.1	37.7	47.2	84.9
	4	107	100	14.9	48.5	36.6	85.1
	5	44	100	23.8	45.2	31	76.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	47	100	20.5	47.7	31.8	79.5
	4	115	100	10.9	52.7	36.4	89.1
	5	54	100	24	56	20	76
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	114	100	19.8	29.2	50.9	80.2
	4	106	100	19.8	41.6	38.6	80.2
	5	90	98.9	19.5	34.5	46	80.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	94	100	21.3	31.5	47.2	78.7
	4	115	100	14.5	45.5	40	85.5
	5	106	100	17.6	33.3	49	82.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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